THE CLARION STATE NORMAL SCHOOL

CATALOGUE

1924-1925

CLARION, PENNA.

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Clarion State Normal School

CLARION, PENNSYLVANIA

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PROSPECTUS 1924-1925

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of the
CLARION STATE NORMAL SCHOOL
CLARION, PENNA.

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Department of Public Instruction

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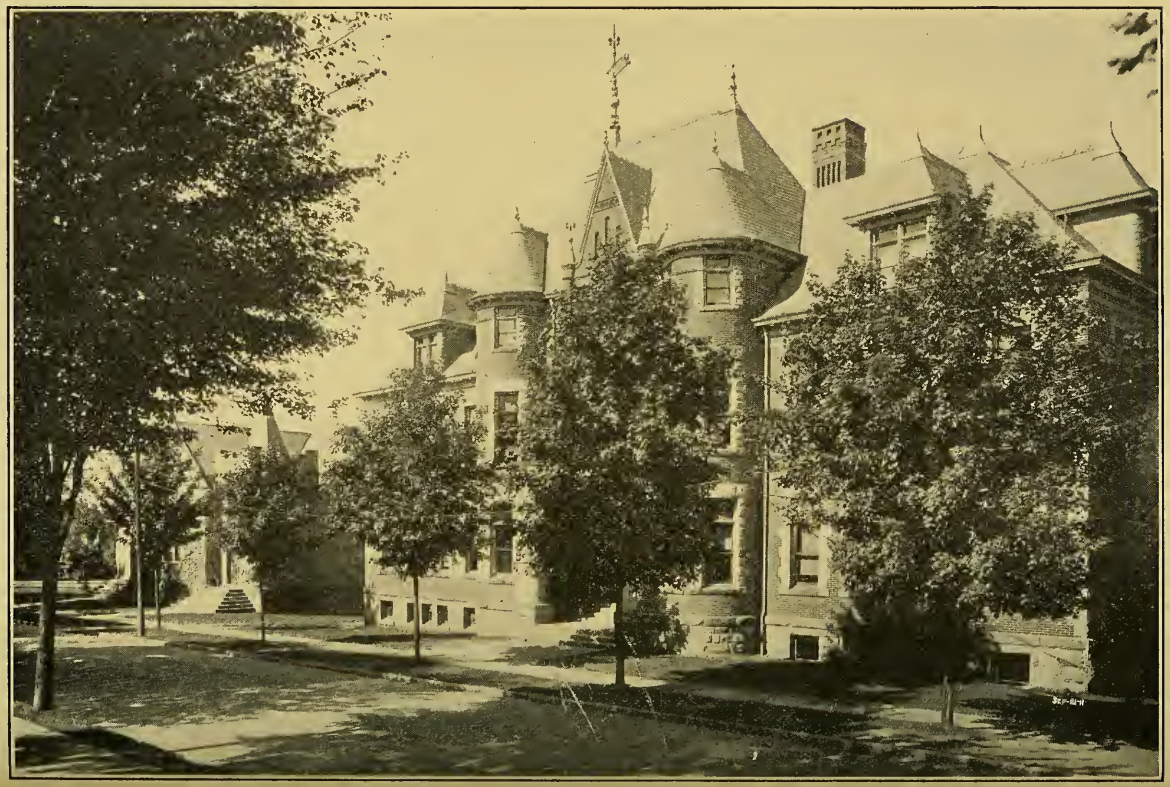

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Training Teacher—Junior High School Grades

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SUMMER TERM OF 1924

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Mary Bennett .....Clerk
Eula Smith .....Stenographer

Old Glory

CALENDAR, 1924-1925

FIRST SEMESTER

Tuesday, September 16—8:00 A. M. ..... Registration
Wednesday, September 17—8:00 A. M. ..... Classes Organize
Saturday, September 20—8:30 P. M. ..... Reception
Friday, November 21—8:15 P. M. ..... Senior Class Play
Wednesday, November 26—11:15 A. M. ..... Thanksgiving Recess Begins
Monday, December 1—7:30 P. M. ..... Thanksgiving Recess Ends
Tuesday, December 23—11:15 A. M. ..... Christmas Recess Begins
Monday, January 5—7:30 P. M. ..... Christmas Recess Ends
Saturday, January 31—2:30 P. M. ..... First Semester Ends

SECOND SEMESTER

Monday, February 1—8:00 A. M. ..... Second Semester Begins
(New students entering for the second semester should register on January 31.)
Saturday, February 7—8:30 P. M. ..... Reception
Friday, February 20—8:15 P. M. ..... Dramatic Club Plays
Thursday, April 2—11:15 A. M. ..... Easter Recess Begins
Monday, April 13—7:30 P. M. ..... Easter Recess Ends
Saturday, June 6—6:00 P. M. ..... Alumni Banquet
Sunday, June 7—11:00 A. M. ..... Baccalaureate Sermon
Monday, June 8—2:30 P. M. ..... Class Day Exercises
Tuesday, June 9—9:30 A. M. ..... Commencement

SUMMER SESSION—1925

Monday, June 22—8:00 A. M. ..... Registration
Tuesday, June 23—8:00 A. M. ..... Classes Organize

HISTORICAL SKETCH

By an act of the Pennsylvania State Legislature passed in the year 1886, the Counties of Clarion, Forest, Jefferson, McKean and Warren were separated from the Eighth Normal School District and were constituted as the Thirteenth District. The necessary steps were at once taken to organize a Normal School. Contributions and pledges of money, amounting to forty thousand dollars, were obtained for the purpose of securing a suitable site and erecting the necessary buildings. This amount was supplemented by a legislative appropriation of twenty-five thousand dollars. The grounds and buildings which had belonged to Carrier Seminary were purchased from the Erie Conference of the Methodist Episcopal Church. Additional land adjoining the original purchase was obtained, and in the fall of 1886, work was begun on the erection of two commodious dormitories. These buildings were completed before the middle of February. A committee representing the State officially approved the provisions thus made for carrying on the work of a Normal School, and the institution was formally opened on the twelfth day of April, 1887. The school continued under the joint control of the State and the stockholders until February 9, 1916, when the State purchased all the outstanding stock and formally took over the property in the name of the Commonwealth.

LOCATION

The Clarion State Normal School is located at Clarion, the county seat of Clarion County, Pennsylvania. The town is situated on an eminence about 1500 feet above the sea level overlooking the Clarion River. The natural scenery of the vicinity is picturesque and the healthfulness of the situation is unexcelled. The Borough which has a population of about 3500, is supplied with an abundance of natural gas, and pure spring water; the streets are paved, and lighted by electricity. The churches are excellent and the people intelligent and refined. In fact, Clarion is an ideal place for an institution of learning.

RAILROAD FACILITIES

The school may be reached by means of the Baltimore & Ohio Railroad, Pittsburgh & Western Division, which has a station at Clarion Junction, from which a line of autos runs to Clarion

and the Normal School. The Lake Erie, Franklin & Clarion Railroad connects Clarion with Summerville, a station on the Low Grade Division of the Pennsylvania Railroad. By means of this road Clarion may be reached from the Allegheny Valley Railroad via Redbank Junction and Summerville, and from the Philadelphia & Erie Railroad via Driftwood from Summerville. The Franklin & Clearfield branch of the New York Central Lines connects with the Lake Erie, Franklin & Clarion at Sutton Junction. By means of this connection Clarion may be reached from Titusville, Oil City, Franklin and other points to the west and north, and from Clearfield, DuBois, Falls Creek, Brookville and other points to the east. The Clarion station is located within a half square of the girls' dormitory, across the street from the Normal Laundry and the Power House.

AUTOMOBILE ROADS

With the opening of the Lakes to the Sea Highway, Clarion is connected by improved automobile roads with Pittsburgh, Butler, the Beaver and Shenango Valleys, Franklin, and Oil City; also with Brookville, Reynoldsville, DuBois, Clearfield, and Tyrone. Other points east may be reached by way of the William Penn Highway.

Well kept state roads radiate in all directions from Clarion, and it is the opinion of tourists that the scenery is the equal in beauty and variety of that to be found anywhere in Pennsylvania.

Excellent bus lines are now operated between Clarion and Oil City, Clarion and Brookville, and between Clarion and Rimersburg. Connections are made with all trains on the P. R. R. at Brookville.

FACULTY STANDARDS

Equipment, buildings, and apparatus count for much in an institution of learning, but the most potent influence is personality. The strongest influence in a normal school is its faculty. It is the policy of this school to devote more time, attention and money to the upbuilding and maintenance of a capable faculty than to any other of the factors which enter into the composition of a normal school. The demands made upon its faculty are large and the standards set for them are high. To be a teacher requires special qualifications and preparation.

1. *Character* above everything else in the equipment of a Normal School instructor stands first. All other attributes combined cannot take its place.

2. *Ability to teach.* Ability to teach means inspiration to

Campus View

the members of a class. What and how the instructor does is vastly more influential than any other form of instruction that may be given.

3. *Culture and refinement of manner,* purity of speech, and neatness of dress give tone to the entire personality.

4. *Scholarship,* liberal in its comprehensiveness and special where it deals with the training of teachers, are demands which can be fairly made of the modern instructor.

5. *The Spirit of co-operation* and the ability to work harmoniously with one's colleagues is an attribute without which an instructor will be greatly hampered.

APPOINTMENT COMMITTEE

The wisdom of establishing the Appointment Committee has been amply justified by successful experience. The work of this committee has two distinct purposes in view, namely:

1. To assist worthy alumni and students of the Normal School to find suitable positions.

2. To aid school officials who desire trained young men and women as teachers.

All alumni and others who have been students here have a claim upon this institution. The Normal School is maintained by the state to prepare teachers for the public schools, and it is its duty to bring inquiring school officials into communication with desirable teachers.

Upon enrolling, candidates furnish all necessary personal data together with a list of references, including members of the faculty, former teachers and other business and professional people from whom the committee receives confidential information. The recommendations based upon all available information are always conservative, thus affording a double advantage to both students and school authorities.

All those who wish the co-operation of the school in this matter are urged to enroll. Blanks for this purpose will be furnished upon application. This committee is maintained by the school without charge to the candidate or school officers. All schools desiring teachers are urged to communicate with the committee.

GROUNDS AND BUILDINGS

The grounds comprise twenty-three and one-fourth acres, within the limits of the Borough of Clarion. They have been

laid out with care and are kept in excellent condition. The buildings all front upon a handsome lawn ornamented with shade trees and evergreens. All the buildings are heated by steam, lighted by electricity, and are supplied with other conveniences of modern living.

Seminary Hall is a three-story brick building originally occupied by Carrier Seminary, from which it derives its name. Here are found the offices, school store, post office, library, six large class rooms and, on the third floor, a dormitory for men.

Music Hall, a two-story brick building, provides a studio for the Director of Music, instruction and practice rooms on the first floor, and living rooms for the Principal's family on the second floor.

Science Hall, a three-story brick building, provides for laboratories, class rooms, Training School, Domestic Science, Manual Training, and a dormitory for women.

The Chapel is a beautiful stone building with a gymnasium in the basement, and on the main floor an auditorium with a normal seating capacity of eight hundred.

Stevens Hall is a three-story building with apartments for teachers and provision for lodging two hundred women students. There are bath rooms with plunge and shower baths on each floor. The rooms are conveniently arranged, well lighted and comfortably furnished. The splendid new cafeteria is located on the first floor of this building.

J. George Becht Hall, the new dormitory for young ladies, is one of the finest and most up-to-date Normal School buildings in the country. It is the modern Spanish type of architecture and is constructed of stone, brick, concrete and iron, with a tile roof and is fire-proof throughout. On the upper floors are found accommodations for teachers and pupils including parlor and trunk rooms on each floor. Each room is neatly furnished, lighted by electricity, heated by steam, and has a stationary washstand supplied with hot and cold water. Bath rooms with running water are found on each floor. The building also contains apartments for the servants entirely separate from the main dormitory, although under the same roof. An elevator in the rear of this building provides for the easy handling of trunks and heavy baggage. On the first floor are found the parlors, offices, a dining hall with a seating capacity of four hundred fifty, a conservatory, social room, the kitchen, pantry, bakery, etc., and the living apartments for the dietitian. For beauty of architecture, completeness of equip-

ment, comforts, and real home-like surroundings, J. George Becht Hall is one of the best dormitories in the state.

The Heat and Power Plant is a two-story brick building. Its boilers are on the first floor and have a capacity of four hundred fifty horse power. On the second floor of this building is located the Normal Steam Laundry.

EQUIPMENT

Laboratories—The Science Department is provided with a large and well-appointed chemical laboratory, a physical laboratory with apparatus of the latest and most approved type, biological laboratory with an adequate supply of compound microscopes and materials for study, and a demonstration and lecture room.

Libraries—These consist of the Text-book Library and the General Reference and Loan Library, both located in Seminary Hall. The General Reference and Loan Library occupies a large room at the south side of the building on the first floor. The room is well lighted and is supplied with tables for reading and study. It is open from 8:00 a. m. to 12:00 m., from 1:00 to 4:30 p. m., and from 7:00 to 8:00 p. m. daily and is in charge of a trained Librarian. Students have access to the reference shelves and may obtain books to be read or studied in their rooms subject to the regulations commonly adopted in well conducted libraries. The reading tables are supplied with daily and weekly papers and the principal magazines and educational journals of the country. Various activities helpful to the students are carried on in connection with the regular work of the Library. A course in library work is given each year to the Junior Class. The course includes classification of books, use of the card catalog, magazine indexes and dictionaries, and talks on children's literature, school libraries, etc.

For the purpose of reading reference, the General Library has been arranged and catalogued according to the Dewey Decimal System of classification.

The text-book Library is in charge of the Registrar. It contains a supply of all the text-books used in the school, in sufficient number to meet the demands of the students for text-books to be used in preparing for recitations.

Gymnasium—The gymnasium is provided with dressing rooms, lockers, shower baths, Indian clubs, dumb-bells, wands, horizontal bars, traveling rings, etc.

The Library

Manual Training—A practical type of manual training is taught, which is especially adapted to the needs of those who expect to teach in the rural schools.

Domestic Science—A complete domestic science equipment is in use. A kitchen with all necessary apparatus accommodates twenty-four students at one time. The Dining Room tastefully furnished, affords the students ample opportunity for a course of instruction in serving.

Radio Receiving Station—A complete Westinghouse radio receiving station has been installed in Seminary Hall. Any day during the week students may listen to concerts by famous artists, lectures by prominent men and women, news reports, etc.

Music Department—The music department is supplied with ten upright pianos, two grand pianos and other necessary instruments, besides charts and other equipment for instruction purposes.

CHARACTER AND PURPOSE OF THE SCHOOL

THE NORMAL SCHOOL

The specific purpose of the Normal Schools of the State of Pennsylvania, according to the statutes by which they were constituted state institutions, is the professional training of young men and women as teachers for the common schools of the state. The Normal Schools are, therefore, professional schools. In framing the course of study, recognition has been given to the fact that the teacher needs a substantial basis of intellectual training. It is self-evident that the teacher must have a thorough knowledge of the subjects which he is expected to teach.

A teacher should know more than he is required to teach. He should be able to examine the studies of the school curriculum in the light of more advanced knowledge. Nor is it sufficient that one who aspires to teach should have acquired a certain amount of knowledge in school. He must be able to continue his acquisitions, to add to his store of knowledge by his own efforts, after he has assumed the responsibilities of his profession. The teacher, should, therefore, possess the power to acquire and to assimilate knowledge, power to think and to systematize his acquisitions, according to logical relations, and power to give appropriate expression to his thoughts and opinions. To attain such power, intellectual training more extensive and thorough than that which is given in the elementary public school, or in the ordinary high school, is required.

But scholarship alone does not make a teacher. Professional training is essential. Accordingly the Normal School makes provision for instruction in the principles which underlie all good teaching, and for practical training in the art of teaching. Practical training in the art of teaching is provided for in the Training School. The law requires all students who expect to be graduated in the normal course to teach in the Training School fifteen hours per week for a full semester of eighteen weeks.

THE SECONDARY SCHOOL

Many students who have not had the advantage of a high school course of four years and those who have attended high schools which do not give adequate preparations for normal school are given an opportunity to complete their preliminary education in the Secondary School of this institution.

All the advantages of the best preparatory schools are offered. The influences of the school are wholesome and tend to give prospective normal school students high ideals of school life.

The Secondary School is conducted only for those who do not have similar advantages available in their home communities.

NORMAL SCHOOL CERTIFICATES FOR TEACHERS IN SERVICE

The following conditions apply only to experience secured in Pennsylvania Public Schools prior to July 1, 1922.

1. The fifteen units of high school work required for entrance to the state normal schools may be earned in approved high schools, summer schools, extension classes, correspondence study, and tutoring under approved conditions.

Credits for entrance may also be secured by teaching experience in Pennsylvania Public Schools at the rate of three standard high school units for each year of successful teaching.

2. Whenever a teacher has earned the credits necessary for entrance to a state normal school in any of the above ways or by a combination of them, four semester hours of credit on a regular state normal school curriculum may be granted for each year of successful teaching subsequent to meeting the entrance conditions up to a maximum of thirty-two semester hours, provided, however, that all credit thus given shall be conditional until the teacher shall have proved his ability to do the work of the state normal school curriculum in a creditable manner.

3. In all cases in which normal school credit is given for teaching experience the work remaining to be done shall be selected by the authorities of the normal school to secure the best development of the student in teaching power.

4. A minimum of one-half year of continuous resident study shall be required of all candidates for graduation who are credited for teaching experience as outlined above.

5. Entrance and normal school credits based on teaching experience as outlined above will not be granted after September 1, 1927.

PRACTICAL TEACHERS' DEPARTMENT

During the summer session of nine weeks, courses are conducted for teachers who hold temporary certificates and need additional training for service in the school room, and to satisfy the legal requirements for teachers' certificates.

MUSIC DEPARTMENT

The aim of this department is to give thorough instruction in instrumental and vocal music, to fit graduates for teaching, or for entrance in to the Junior Class of leading conservatories of music.

Students pursuing the regular normal school courses are permitted to take private lessons in voice, piano, music appreciation and orchestral instruments. Practical experience in the directing of assembly singing is given to those who desire it. The glee clubs, chapel choir, and the orchestra afford opportunities to those who are interested in musical work of that nature.

CURRICULA FOR PENNSYLVANIA STATE NORMAL SCHOOLS

REQUIREMENTS FOR ADMISSION

1. Graduates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the state normal schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods per week of not less than forty minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.)

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English	3 units
Mathematics	1 unit
Science	1 unit
Social Studies	2 units
Elective	8 units
Total	15 units

6. The holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

A Training Room

8. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

Students May Select One of Four Curricula

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years' work of groups I, II, and IV of the normal school is divided into four semesters and group III into six semesters. The work of the first semester is the same for all students. A large purpose of the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching," which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester students are asked to select one of the four curricula for the purpose of specializing in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed courses of any curriculum so selected must be completed before a certificate of graduation is granted.

The Four Curricula

Group I. Kindergarten-Primary—for teachers of Kindergarten and grades 1, 2 and 3.

Group II. Intermediate grades—for teachers of grades 4, 5 and 6.

Group III. Grammar Grades and Junior High School—for teachers of grades 7, 8 and 9.

Group IV. Rural—for teachers of rural schools.

GROUP I.
(Kindergarten and Grades 1, 2, 3)

		Per.	S. H.
First Semester	Introduction to Teaching	3	3
	English Fundamentals	3	3
	English Composition	2	2
	Oral Expression	2	2
	Nature Study	2	2
	Personal and School Hygiene	2	2
	Art	3	3
	Music	3	3
	Physical Education	3	1
		23	21
Second Semester	Psychology and Child Study	3	3
	English Composition	2	2
	The Teaching of Primary Reading	3	3
	Industrial Arts	2	2
	Music	2	2
	Handwriting	2	1
	Nature Study	1	1
	Physical Education	3	1
	*Elective	5	5
		23	20
Third Semester	**Student Teaching including School Efficiency and Conferences	15	15
	The Teaching of Primary Subjects	3	3
	Physical Education	3	1
		21	19
Fourth Semester	History and Principles of Education	3	3
	Children's Literature and Story Telling	3	3
	Educational Sociology	3	3
	Art	2	2
	Music	2	2
	Physical Education	3	1
	Health and Hygiene in the Elementary School	3	3
	Elective	3	3
		22	20

GROUP II.
(Grades 4, 5, 6)

		Per.	S. H.
First Semester	Introduction to Teaching	3	3
	English Fundamentals	3	3
	English Composition	2	2
	Oral Expression	2	2
	Nature Study	2	2
	Personal and School Hygiene	2	2
	Art	3	3
	Music	3	3
	Physical Education	3	1
		23	21
Second Semester	Psychology and Child Study	3	3
	English Composition	2	2
	The Teaching of Arithmetic	3	3
	The Teaching of Geography	3	3
	The Teaching of Social Studies	3	3
	Music	2	2
	Art	2	2
	Handwriting	2	1
	Nature Study	1	1
	Physical Education	3	1
		24	21
Third Semester	Student Teaching including Conferences and School Efficiency	15	15
	The Teaching of English	3	3
	Physical Education	3	1
		21	19
Fourth Semester	History and Principles of Education	3	3
	Juvenile Literature	3	3
	Educational Sociology	3	3
	Art	2	2
	Music	2	2
	Physical Education	3	1
	Health and Hygiene in the Elementary School	3	3
	Elective	2	2
		21	19

Notes—Kindergarten—Primary Curriculum.

*This elective is provided so that students desiring to emphasize the sub-primary field may have an opportunity to take Kindergarten Theory, Kindergarten Materials in Methods, and observe in the Kindergarten.

**Those who elect to teach in the sub-primary field should have the major portion of their teaching in that field.

GROUP III.
(Grades 7, 8, 9)

		Per.	S. H.
First Semester	Introduction to Teaching	3	3
	English Fundamentals	3	3
	English Composition	2	2
	Oral Expression	2	2
	Nature Study	2	2
	Personal and School Hygiene	2	2
	Art	3	3
	Music	3	3
	Physical Education	2	1
		22	21
Second Semester	Psychology A	3	3
	English Composition	2	2
	Oral Expression	2	2
	Art	3	3
	Music	3	3
	Social and Industrial History of U. S.	3	3
	Economic Geography of U. S.	3	3
	Physical Education	2	1
		21	20
Third Semester	Psychology B	3	3
	World Problems in Geography	3	3
	Physical Education	2	1
	Elective	12	12
	English .....3-3 or 6-6		
	Science I .....3-3 or 6-6		
	Social Studies I.....6-6		
	(a) Mathematics I 6-6		
	(b) Foreign Language 6-6		
		20	19
Fourth Semester	Purpose, Organization and Development of Junior High School	3	3
	Physical Education	2	1
	Elective	15	15
	(c) English .....3-3 or 6-6		
	(c) Science II .....3-3 or 6-6		
	(c) Social Studies II...3-3 or 6-6		
	(c) Mathematics II 6-6		
	(c) Foreign Language II....6-6		
		20	19
5th Semester	Student Teaching, including School Efficiency and Conferences	15	15
	Guidance	3	3
	Physical Education	2	1
	(d) Free Elective	2	2
		22	21
Sixth Semester	Educational Sociology	3	3
	History and Principles of Education	3	3
	Educational Measurements	3	3
	Physical Education	2	1
	Health and Hygiene in the Junior High School	3	3
	Free Elective	7	7
		21	20

Notes—Junior High School Curriculum:

(a) One year of Algebra and one of Plane Geometry are required in order to specialize in Mathematics.

(b) Three years of Latin, incuding Cicero or two years of a modern foreign language, are required in order to specialize in a given foreign language.

(c) These courses are open only to those who have taken the corresponding courses listed in the Third Semester.

GROUP IV.
(Rural)

		Per.	S. H.
First Semester	Introduction to Teaching	3	3
	English Fundamentals	3	3
	English Composition	2	2
	Oral Expression	2	2
	Nature Study	2	2
	Personal and School Hygiene	2	2
	Art	3	3
	Music	3	3
	Physical Education	3	1
		23	21
Second Semester	Psychology and Child Study	3	3
	English Composition	2	2
	The Teaching of Arithmetic	3	3
	The Teaching of Geography	3	3
	The Teaching of Social Studies	3	3
	Music	2	2
	Art	2	2
	Handwriting	2	1
	Physical Education	3	1
		23	20
Third Semester	Student Teaching, including Conferences and School Efficiency	15	15
	The Teaching of Reading	3	3
	Physical Education	3	1
		21	19
Fourth Semester	History and Principles of Education	3	3
	Children's Literature and Story Telling	3	3
	Agriculture	3	3
	Rural Sociology	2	2
	Art	2	2
	Music	2	2
	Physical Education	3	1
	Health and Hygiene in the Rural School	3	3
	Elective	3	3
		24	22

(d) Under "Free Elective" not more than three semester hours of Art, Music or Education may be offered by any school.

Explanatory

The curriculum provides that all who take it shall be qualified to teach English and at least two other subjects.

The use of the free electives as Geography, when taken with 12 hours of General Science, will make, with the six required hours in Geography, a satisfactory preparation for teaching the subject in Junior High School,—thus adding a fourth subject to the list which the graduate will be prepared to teach.

In general, the use of the free elective in connection with the 12 hours in any elective subject will give a superior preparation in that subject. The free elective may also be used for Handwriting, Home Economics, Educational Measurements, or any other subject at the option of the several schools.

Music Studio

ELECTIVES

All electives are taught from the professional point of view and are of college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

Each normal school is required to offer at least one elective in each of the six groups of electives. Additional electives of similar grade may be offered at the discretion of the principal of the school.

		Semester Hours Credit
Education	Educational Measurements	3
	Educational Psychology	3
	Kindergarten—Primary Methods	3
	School Administration	3
	Standard Tests and Measurements	3
	Physiological Psychology	3
English and Foreign Languages	English Literature	3
	Latin	6
	Modern Language	6
Mathematics	Solid Geometry	3
	Plane and Spherical Trigonometry	3
	Plane Trigonometry and Surveying	3
	Intermediate Algebra	3
	Advanced Algebra	3
Science	Agriculture	3
	Biology	6
	Botany	3
	Zoology	3
	Chemistry	6
	Geography	3
	Geology	3
	Physics	6
	The Teaching of General Science	3
Social Studies	Economics	3
	History	3
	Sociology	3
Arts	Cookery	2
	Art	2
	Music	2
	Mechanical Drawing	2
	Sewing	2
	Woodwork	2

BRIEF DESCRIPTION OF THE COURSES OF STUDY

EDUCATION

Introduction to Teaching.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes considerations of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

Psychology and Child Study.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the effective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of the course is given to the study of the characteristics of children at the different levels of growth.

One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is a differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

Kindergarten Theory.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

The Teaching of Primary Subjects.

This is a complete course, including the best modern primary methods

in number, geography, history and handwork. The first study is on the selection of materials and use of various courses of study for the subjects mentioned.

In number a study is made of proper type of games for motivating the drill work; various devices for drill; the diagnosis of individual needs; and the relation of time and efficiency in drills.

The aim in geography is to develop through observation and experience with environmental materials, the proper fundamental concepts which will be useful in later work. Each member of the class organizes a project which shows a correlation with all other primary subjects. This project must conform to modern practice and is one of the outstanding features of the course.

The history course makes a careful study of the story materials for this grade of work. It is a study of social situations aiming to give little children an intelligent grasp as far as their capacity permits, of the universal family idea; a view of the great world by a comparison of home relations; and to sow the first seeds of patriotism.

A text on handwork is studied. An outline for handwork is developed, examples of material are made in class, and much outside material is collected.

A special study is made of the use of pictures in primary work, and of preparing programs for special days and occasions.

History and Principles of Education.

This is an interesting course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in public school education, the large emphasis being placed on these movements that have originated, or at least have come into prominence, since the time of Rousseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as; vocational education; the treatment of backward children; scientific measurements; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

Student Teaching, School Efficiency and Conferences.

The Training School. The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with peculiar intimacy with the Department of Education.

Observation and Participation. Although student teaching is confined to the senior year, junior students are given frequent opportunities for par-

Reception Room — I. George Recht Hall

ticipaton in the work of the training school and observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class rooms, and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

Distribution of Time. A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

Lesson Plans. Plan forms are used, upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

Student Teachers. Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing group I and II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing group III confine their practice teaching largely to the subjects in which the student has elected to specialize and, if possible, have practice teaching in all the grades of the group. Student teachers electing group IV confine their practice teaching largely to the rural one-room ungraded school and have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

Training Classes. Training classes aim to have not less than twenty nor more than thirty pupils; that is, enough pupils to set up a normal social situation and yet not so many as to unduly tax the limited skill of the teacher.

The Pupils. The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school are most favorably situated to secure the best possible education.

School Efficiency. The work in school efficiency presents many of the important problems of a modern elementary school. The principal topics developed are as follows: class room mechanics including lighting, heating, ventilation, seating of pupils, arrangement of materials and equipment, the keeping of records; class management and general matters of discipline; study of indvidual pupils; the lesson assignment, supervised study, home study, and the most approved methods of conducting the lesson; the practical application of standard tests and measurements. The discussions are

based largely upon the work found in the training school and in other schools visited.

Daily Conferences. The training teacher holds daily conferences with the student teachers under her care. The purpose of these conferences is to offer constructive criticism and to outline the work for the following day.

Weekly Conferences. Each Saturday the training teacher meets all of the student teachers under her care. In these conferences the problems of individual teachers are discussed, and a study is made of the educational principles involved in the type of class room work required.

ENGLISH AND FOREIGN LANGUAGE
ENGLISH

English 1—English Fundamentals.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

A few periods of instruction are given in the method of classifying and cataloguing books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English Grammar, and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words including pronunciation, diacritical markings based on a generally recognized system of phonetics, and attention is paid to basic principles in etymology.

English Composition.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose; narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression, and students are required to write frequent themes illustrative of the various forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

Oral Expression.

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

The Teaching of Primary Reading.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners, including the development of skill in the use of phonetics. The course includes a comparison of the principal methods of teaching reading, and the historical development of various methods of teaching reading is traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

The Teaching of English.

The course entitled "The Teaching of English" is very comprehensive, as the name indicates. The aim of this course is to present to the teachers of the intermediate grades all the material available for the teaching of oral and written composition together with the best and latest methods of vitalizing class room procedure.

Half of the course is devoted to the more mechanical phases of English teaching, which are considered essential as a background for good oral expression and correct written forms. Emphasis is therefore placed upon the teaching of spelling, punctuation, sentence structure, and certain necessary language facts falling under the term good usage. To this part of the work also belong exercises in dictation, memorization and the study of words.

The most approved methods of correcting common errors in oral and written English are carefully examined, and several weeks are spent in the study and use of the leading standard tests now published for measuring the results of English teaching.

The Teaching of Reading.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading and is accompanied with observations of oral and silent reading classes as well as the actual teaching of such classes.

Children's Literature and Story Telling.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal

Teachers' Parlor

strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

Juvenile Literature.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selections made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

MATHEMATICS

The Teaching of Arithmetic (a)

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in teaching of arithmetic and to the measurement of efficiency in this subject by the standard tests and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

The Teaching of Arithmetic (b)

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the resources of the country in supplying opportunities for the application of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

SCIENCE

Nature Study.

The word, nature study, is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental

materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

The Teaching of Geography.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of casual relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurements in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

Agriculture.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experience of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

SOCIAL STUDIES

Teaching of History.

This course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community

co-operation emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial co-operation with emphasis upon vocational opportunities, study of community service through occupation, and the qualifications required for each occupation.

Educational Sociology.

The aim of this course is to acquaint the student with the various factors of society in their relationships; to study the forms and the organizations of our social system; and to denote the progress as well as the tendencies of society. In all this work the educational application is used in order that the student will better understand the groups with which he will have to deal, both within and out of the school room. In the application work definite set rules of action are not worked out therefrom but the value and method of adaptability is emphasized. The course is not only to aid the student in fitting himself into society but to enable him to help others to do likewise.

Rural Sociology.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing and spiritualizing country life.

ARTS

Art I., Art II.

The aim of this course is to enable students to teach the public school course of study in drawing including, the representation of common objects, the elementary principles of design, lettering, composition, and color harmony in their application to dress, home, school, and community interests; to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appreciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires including the teaching of the elements of mechanical drawing for the upper grades.

Handwriting.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course

Students' Parlor

is devoted largely to methods of teaching writing, and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

Industrial Arts.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and cardboard construction and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

Music I.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, and sight singing, a study of the song material adapted to each grade, the use of phonograph to develop musical appreciation.

Music II.

This course is a continuation of Music I. It takes up the study of Public School Music in its advancing forms. It embraces the work of the fourth and fifth years in the public schools, including oral and written dictation, vocal and rhythmic drills, sight singing, and part singing. Observation and practice teaching are important elements of the course.

Art Education.

The work of Arts I is continued in this course the emphasis being placed upon the methods of presenting problems to children; adapting of the problem to the different grades; results expected from the children; the use of the blackboard in presenting a lesson; and practice in board work. Illustrative material is collected, the purchase, use and care of supplies studied.

Art History is studied as a background for Picture Study, thus giving the class a knowledge of where materials may be obtained for this work.

HEALTH EDUCATION

Personal and School Hygiene.

Personal Hygiene—The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier

and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

School Hygiene—The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher. The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

Health Education.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work, including proper exercises for students unable to take regular gymnasium work.

One hour each semester—a graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergncis is included.

SUMMER COURSES FOR TEACHERS AND PROSPECTIVE TEACHERS

Courses of study for the following groups of students during the Summer Term of 1925.

I. Regular normal students and "teachers in service."

Regular normal courses adjusted to a one-half semester basis so that by taking a limited number of courses a student may secure a full semester's credit in the courses pursued.

II. Those who have partially completed the requirements for a Standard Certificate.

III. High school graduates preparing to teach for the first time.

A minimum of eight semester hours and a maximum of twelve semester hours during each summer term and a total of twenty-one semester hours during the first three summer terms from the following:

Subject	Semester Hours
Music (Elective for beginners)	3
Art (Elective for beginners)	3
Health (Elective for beginners)	3
*School Efficiency (Required of beginners)	3
Introduction of Teaching	3
Child Psychology	3
Teaching of Geography	3
" " Social Studies	3
" " Mathematics	3
" " Reading	3
" " English	3

* Beginners preparing to teach in the Rural Schools will substitute Rural School problems for School Efficiency.

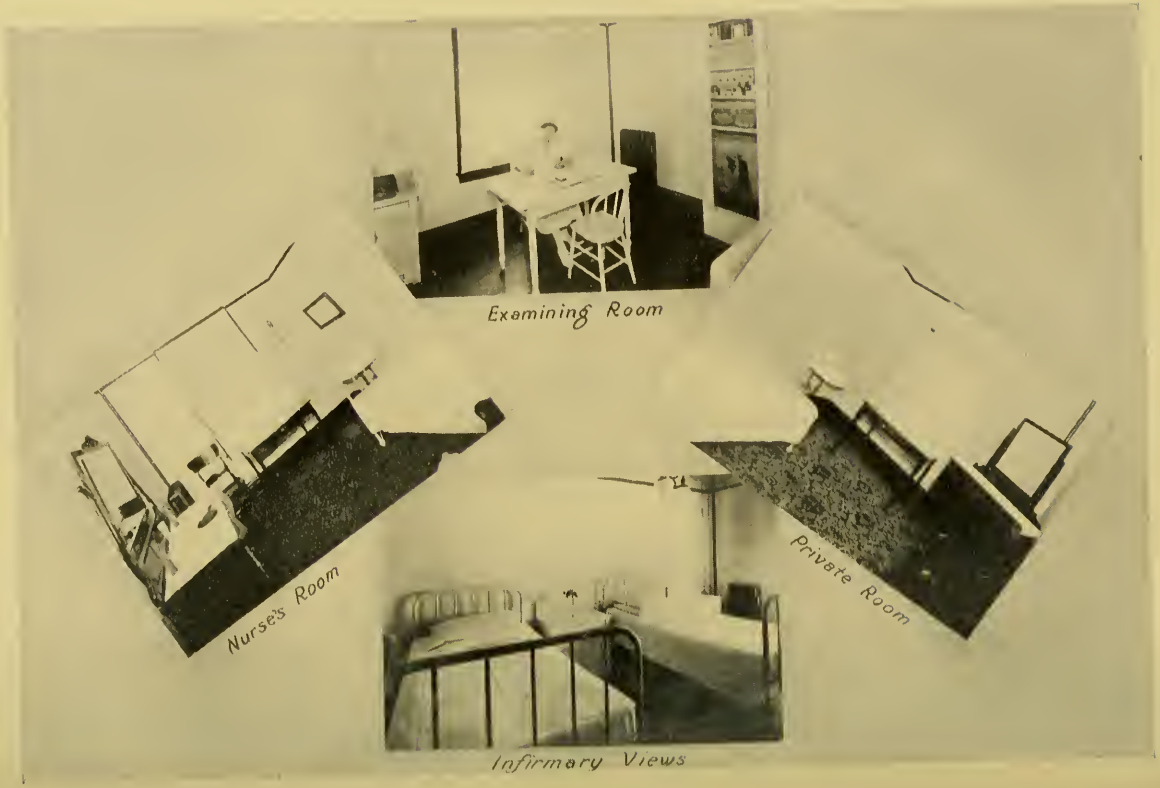
IV. Special courses will be offered in education, primary methods, public school music and art, advanced work for high school teachers, vocal music, piano, orchestra instruments, play ground work, etc.

V. Courses in public school administration will be given for the benefit of men and women preparing to take up administrative work or who desire to increase their efficiency in that field.

These courses will be given by leading superintendents who have achieved prominence as administrative officers and who have had extensive university training.

VI. Students of secondary grade who desire to complete their preparation for normal school entrance.

Provision will be made so that students of this class may complete their entrance requirements without unnecessary delay.



Infirmary

EXAMINATIONS AND DIPLOMAS

SEMESTER EXAMINATION

Examinations are held by the Faculty at the close of each semester, for the purpose of determining to what extent students are succeeding in their work and of guiding the teachers in fitting their instruction to the needs of the pupils. Students whose record for the semester falls below a grade D in two or more subjects are required to take more time than the schedule indicates for the completion of the course of study. Students who show a marked deficiency in any subject are required to take the subject a second time and are conditioned until the deficiency has been made up.

TEACHERS' CERTIFICATES

The State Council of Education has adopted a new plan for the certification of teachers. Under the law as now in force there are five grades of certificates:

1. Emergency
2. Partial
   (a) Elementary
   (b) Secondary
3. Standard
   (a) Temporary
   (b) Permanent
4. Normal
   (a) Certificate
   (b) Diploma
5. College
   (a) Provisional
   (b) Permanent

Qualifications for each certificate:

1. The Emergency Certificate is exactly what its name indicates and is intended only for emergencies, to enable the superintendent to fill positions when regularly certified teachers are not available, so that the schools may be kept open. This certificate is issued by the county superintednent without examination and no educational standard is required. It is good for three months, and at the end of this time if the emergency still exists and the teacher holding such certificate shows by proper credentials that he is qualified to teach, this certificate may be endorsed by the State Department of Education for the remainder of the year. The minimum salary on this certificate is $75 per month.

2. The Partial Elementary Certificate requires graduation from a first class high school, or the equivalent, and eight semester hours of professional training. These eight semester hours of work can be done in one summer term at a state normal school. This certificate is good for one

year and can be renewed by doing an additional amount of professional study. It must develop into some form of a standard or permanent certificate.

The Partial Secondary Certificate requires two years of college work, or the equivalent, including six semester hours of professional training. It is good for one year, to teach in the high school. It may be renewed by doing six semester hours of additional college work and must grow into some form of a permanent certificate. The minimum salary on the partial certificates is $85 per month, and they are good only in the county where issued.

3. The Standard Certificate requires graduation from a four-year high school and two years of professional training, or the equivalent. This certificate is good for two years, and may be renewed and become permanent after four years of successful teaching. There are two classes of the certificate—the elementary and the secondary, each good to teach in the field as indicated. Some credit for teaching experience may be allowed to those now in service towards satisfying the requirements for this certificate.

4. The Normal Certificate requires graduation from a State Normal School, requiring a four years' high school course or the equivalent for admission, and a two years' course of study of college grade for graduation. (The normal school entrance requirements may also be met, for the present by five years of successful teaching experience). This certificate grows by successful teaching into the Normal Diploma which is permanent. Its field is the elementary or the junior high school.

5. The Provisional College Certificate requires graduation from college including eighteen semester hours of professional training. It is good for three years, may be renewed once, and with three or more years of experience grows into the Permanent College Certificate.

HOW TO SECURE A CERTIFICATE TO TEACH

A. *High School Graduates Desiring to Teach.*

High school graduates who have satisfactorily completed fifteen (15) high school units must complete not less than eight (8) semester hours of post-high school professional training for teaching, in order to be qualified for a Partial Elementary Certificate.

The necessary blanks may be obtained from a county or district superintendent or from the Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

Immediately upon graduation from high school the applicant should send to the Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania, under the same cover:

1. A Certificate Application blank, properly filled out.

2. An Approved Training Certificate blank for high school work, filled out by the principal of the high school.

As soon as the required amount of professional work has been completed the applicant should secure from the proper official of the institution attended an approved Training Certificate blank properly filled out and send it to the Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

The responsibility for submitting these several credentials to the State Department of Public Instruction rests with the teacher concerned.

B. *Holders of Partial Certificates.*

Holders of Partial Certificates which expire August 1, 1925, are not required to present further application for certification, but there should be submitted to the Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania:

1. A Teacher's Rating Score Card filled out by the superintendent under whose supervision they have been teaching, indicating a rating of "middle" or better.

2. An Approved Training Certificate indicating the completion of not less than six (6) semester hours of professional training, in addition to that already required for the former issue or renewal of a Partial Certificate or its equivalent.

C. *Holders of Partial Elementary Certificates applying for the Standard Certificate.*

Holders of Partial Certificates applying for standard certification by or before the beginning of the school term in the fall of 1925 should have submitted to the Teacher Bureau, Department of Public Instruction, Harrisburg, Pennsylvania:

1. A Teacher's Rating Score Card filled out by the superintendent under whose supervision they have been teaching indicating a rating of "middle" or better.

2. A Certificate of Approved Training showing the completion of the necessary number of semester hours to make up the seventy required for standard certification.

Students' Room

GENERAL INFORMATION

RELIGIOUS ADVANTAGES

Chapel Exercises, which are strictly undenominational in character, are conducted daily, and all students are expected to be present at these exercises, unless for some reason expressly excused by the Principal. Students are expected to make a choice of one of the churches in the town for regular attendance and to be present at the services in the church so selected at least once each Sunday.

The Young Women's Christian Association and the Young Men's Christian Association hold weekly prayer meetings on Wednesday evening, and a joint meeting of the Associations is held on Sunday evening. These Associations are composed almost entirely of students. They elect their own officers, and plan and conduct their own meetings. Students may freely attend the meetings, and all are invited to take some part in the exercises. The Associations have also organized Bible study groups with suitable leaders.

In the Sunday Schools, connected with the various evangelical churches in Clarion, classes have been formed especially for Normal School students. As far as possible these classes are conducted by members of the Faculty, who assume the responsibility of teaching in Sunday Schools as a personal religious duty.

SOCIAL ADVANTAGES

Informal Social Life—In many important respects the Clarion State Normal School forms a community by itself. The faculty and students associate freely with one another, and there exists in this school none of that formalism which some teachers mistake for dignity. The students thus enjoy the benefits of frequent intercourse with maturer minds outside the class rooms, and they incidentally receive many suggestions for the improvement of their habits, or the refinement of their manners, without having occasion to suspect any disposition on the part of the Faculty to dictate in matters purely personal. Students are frequently invited by

members of the Faculty to their homes, and they are made to feel that the teachers have an interest in their welfare beyond government of the school or the conduct of recitations.

The Christian Associations hold a joint reception for new students each semester, and, as the officers of these Associations are generally elected from among the members of the higher classes, the spirit of friendly helpfulness has crystalized into a sort of tradition and is continued from year to year. Each class is permitted and encouraged to entertain the other classes in some simple manner as often as once a term, when the students who provide the entertainment are given full responsibility, within the limits of propriety, for planning their own form of reception.

STUDENT ACTIVITIES

Literary Societies—The students conduct their own literary societies, elect their own officers, arrange the programs for the weekly meetings, make their own criticisms and review of the exercises, and assume all responsibility for the success of the societies. Under certain conditions, however, the papers read in the society meetings may be presented for credit in the department of instruction. Special arrangements have been made by which credit may be allowed in the department of English for original essays which may be prepared to be read before the literary societies. Mention should also be made of the Dramatic Club, the Art Club, the Glee Club, the Orchestra, the Student Publications, the Student Council, etc.

Lectures and Entertainments—For the benefit of the students and the citizens of Clarion, the School provides each year a series of six or more lectures or instructive evening entertainments. Payment of Enrollment Fee entitles a student to admission to the course. Special efforts are made to furnish entertainments of a high order of merit which may contribute to the permanent advantage of the students. Recitals are given by the special students in the music and expression departments. The school frequently has the privilege of entertaining as visitors, persons who have gained distinction in some line of public or professional activity, and who willingly accept an invitation to address the students in the chapel.

ATHLETICS

Athletic Sports are given their due share of attention. The reason for the existence of most outdoor games is two-fold—the pleasure which people take in them, and the good which they do both morally and physically. Young people need and must have

the outdoor life if they are to develop into physically efficient men and women.

Most out-door games not merely strengthen the limbs, give certainty to the movements, make skillful the hand, and sure the eye, but also give a great command to the will over the body. It is for these reasons students are encouraged to take part in this phase of the school's activities.

The Tennis Courts and Athletic Grounds which are near the school are kept in first-class condition.

The athletics of the school are supervised by members of the Faculty and are liberally provided for by the Board of Trustees.

ROOM AND BOARD

In the Dormitories the school provides mattresses and bedding in addition to the furniture of the room, but students are expected to furnish their own sheets, pillow cases, towels, table napkins, and toilet articles.

Upon engaging a room each student makes a deposit of $1.50 as a guarantee against all unnecessary injury to the room or the furniture. This deposit is returned at the end of the term if no damage, other than produced by ordinary use, has been done to the room or furniture.

Students in actual attendance at the close of any semester are given the preference in choice of rooms for the succeeding semester. Rooms will not be reserved beyond the first week of the semester unless by special arrangement. Students may be required to change their rooms at any time if the authorities of the school decide that such a change is necessary.

A deposit fee of $5.00 is required at the time a room is reserved. This amount is deducted from the cost of room rent when the student registers. If the student does not register the fee is not returned.

Board in J. George Becht Hall is provided for students at a very low price. The large dining room on the first floor is conveniently arranged and is kept in most excellent condition. The kitchen and bakery are provided with all the latest improvements for convenience and perfection in cooking. Good, substantial food well cooked and properly seasoned, is provided in practically unlimited quantities. Competent and experienced persons look after the need of students who may for any cause require special consideration.

GOVERNMENT AND DISCIPLINE

We trust to the honor of the students to conduct themselves as ladies and gentlemen. They are made to feel that they have a common interest in the school. Rules are made and promulgated only where good order and the welfare of all demand them, and penalties are for the most part confined to a restriction of privileges where such privileges have been abused.

The Faculty reserves the right to refuse admission to any student whose character or habits are likely to have a harmful influence upon other students, or who cannot submit willingly to the rules framed for the government of the school; and persons who may be admitted as students and who are found to be unwilling to submit cheerfully to the wholesome restraints necessary for the successful operation and the good reputation of the school, will be unhesitatingly dismissed.

The Normal School is, in a large measure, responsible to the State for the character as well as for the attainments of the students recommended for graduation. Faults of character and errors in conduct which might not be considered of serious import in the case of students in a purely academic institution may nevertheless indicate unfitness for the profession of teaching, and may consequently call for action on the part of the Normal School Authorities. Accordingly, students are sometimes advised to withdraw from the school although there may be no serious charges against them, if the authorities are convinced that they are not suitable persons to have charge of the training of children in the public school.

SUGGESTIONS TO STUDENTS AND PERSONS EXPECTING TO BECOME STUDENTS

Persons desiring to enter the Clarion State Normal School as students should make application to the Principal at as early a date as possible.

A fee of $5.00 is required for the reservation of a room. This fee is credited to the student's account, *but it is not returnable if the applicant does not enter school.*

The prompt attendance of students at the beginning of the session facilitates the organization of the school and is essential to the success of the students individually.

On arriving at Clarion, students should report at once to the Principal at his office in Seminary Hall. They will be assisted in selecting their studies by the Principal, or the Dean of the Faculty. They will then fill out an enrollment card, designating the studies selected, pay their bills, and obtain their books at the Book Store.

After having been registered, students should call at the Principal's office and receive their identification cards. No student will be admitted to classes without an identification card.

No student may change his program of studies, without permission. If a change appears desirable, students should obtain at the office, transfer cards, which they will take to the Principal. He will advise as to change and will direct as to further action.

All fees are payable in advance, and no refund will be allowed except for illness or equally urgent reason.

Rate for board, room, and laundry for less than a full term—$7.50 per week.

Tuition is free to students who have satisfied the entrance requirements and are pursuing professional courses. High School students are charged a tuition fee of $2.00 per week.

A semester fee of $10.00 is charged all students to assist in defraying the expense of extra curricular activities.

Infirmary service is free for a period of one day or less. Thereafter the charge will be $1.00 per day. Doctor's fees and medicine are paid for by the student. A fee of twenty-five cents will be charged for each tray sent to a student's room.

An extra fee of fifty cents per week will be charged each student occupying rooms 69, 70, 72, 74, 76, 78, 84, 88, 90, 92, 94, 95. An extra charge of one dollar per week will be made to students who desire to room alone.

Each room is equipped for two students and contains a large wardrobe, two couch beds with all necessary furnishing, a study table, a dresser, two chairs, and one large rug. Students are required to care for their own rooms and to furnish sheets, pillow cases, towels, soap, and table cover for a table 28x42 inches, a dresser scarf, couch cover, and any additional blankets needed beyond those furnished by the school.

NORMAL SCHOOL DEPARTMENT

DORMITORY STUDENTS	Full Year 36 Weeks	One Semester 18 Weeks	Summer Ses. 9 Weeks
Board, furnished room, heat, light and laundry	$252.00	$126.00	$ 63.00
Semester Fee	20.00	10.00	10.00
Total Expenses	272.00	136.00	73.00
DAY STUDENTS			
Semester Fee	20.00	10.00	10.00
Total Expenses	20.00	10.00	10.00

SPECIAL DEPARTMENTS

MUSIC DEPARTMENT (Private Lessons)	Full Year 36 Weeks	One Semester 18 Weeks	Per Week Full Semester	Per Week Less Than Semester	Summer Session 9 Weeks
Tuition, Piano One lesson per week	$36.00	$18.00	$ 1.00	$ 1.25	$ 9.00
Tuition, Voice One lesson per week	36.00	18.00	1.00	1.25	9.00
Rent of Piano One period per day	18.00	9.00			

No deduction from the semester rate will be made for a period of two weeks or less at the beginning or end of a semester.

Conditions of refund: There will be no refund of fees except for personal illness or equally urgent reason. In such cases the rate shall be 50 per cent. of the regular charge. Claims for a refund of payment on account of personal illness will be considered only on the presentation of a physician's affidavit certifying that the student is not physically able to continue in school. The conditions of refund should be clearly understood by the student at the time of registration, and no requests should be made for the suspension of these conditions.

Each student is given a credit of fifty cents per week for laundry. While great care is taken with all articles sent to the laundry, the school will not be responsible for their loss or damage.

No student will be registered unless the bills of the previous semester are paid. Diplomas and certificates of credit will not be issued to those whose bills are not paid.

FACILITIES FOR SELF-SUPPORT

The Clarion State Normal desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses.

No one should come without sufficient money to pay for his board, room and enrollment fee for one semester. These fees are payable in advance and amount to $136.00. Students who are employed by the school are paid in cash for their services, and preference in employment is given solely on the basis of merit. Students entering the school for the first time cannot hope to secure employment unless they make application in person.

So-called scholarships for athletes are not issued by the Clarion State Normal School. Complete schedules in all branches of college athletics are maintained, but the teams are composed of students in good and regular standing in their classes who have paid their fees in advance.

"Y" Cabinet

ENROLLMENT 1923-1924

SENIOR CLASS

GROUP I

KINDERGARTEN-PRIMARY CURRICULUM

Aharrah, Esther A.
Bauer, Nathel Louisa Jane
Boyersmith, Mary Ellen
Burnham, Vivian
Campbell, Martha Elizabeth
Clark, Edna Mae
Conrad, Lorna
Ebersole, Belle
Elder, Frances Viola
Feit, Grace Elwynne
Flasher, Mabelle Alice
Foggan, Lucile Frances
Gaul, Edith
Johnson, Sylvia Estrid
Johnston, Sara Lillian
Knight, Wilna
Lackey, Evelyn
Mechling, Genevieve Pearle
Mechling, Lillian
Moore, Jessie Elizabeth
McGee, Helen
McLaughlin, Marie
O'Neil, Frances E.
Peterson, Frances Agnes
Rose, Lois Lucile
Shadle, Bertha
Shepherd, Norma Helen
Shields, Beulah Azalia
Shumaker, Nellie Milliron
Spindler, Dorothy Irene
Stewart, Martha
Texter, Rebecca
Wilson, Rose
Winslow, Gretchen
Yarger, Helen Alberta
Yeany, Geraldine

GROUP II

INTERMEDIATE CURRICULUM

Anderson Geraldine Adelaide
Atwell, Martha Mae
Baughman, Edna
Beers, Nancy M.
Brown, Gertrude Aldine
Canaan, Mary
Chadman, Charles Herbert
Clyde, Arthur Ellis
Cochran, Ethel
Collman, Mabel Ruth
Cooper, Mary N.
Cresswell, Robert Verner
Dodson, Maxine E.
Elder, Blanche Myrtle
Fair, Gertrude N.
Gaul, Fanny
Green, Dorothy Lucile
Harkless, Lorraine
Heidrick, Ruth A.
Johnston, Maude Alice
Kinley, Gilberta Luella
Kline, Mabelle Lillian
Knight, Helen Elizabeth
Logue, Hazel
Master, Earl Arland
Mawhinney, Dorothea
Morrison, Mary
Murray, Margaret
McClain, Helen Lucille
Peterson, Eleanor
Pickens, Sarah Rachel
Raybuck, Laura Pearle
Reed, Dorothy May
Runninger, Mabel
Schwartz, Viola Elizabeth
Shaffer, Kathleen L.
Shea, Irene
Sterrett, Ethel

The Glee Club

Hepler, Mary Lenore
Howard, Cecelia
Jacobson, Alice Estelle
Sweeney, James Donald
Werner, Minnie Evelyn
Wyant, Mary Louise

GROUP III

JUNIOR HIGH SCHOOL CURRICULUM

Barre, Maude Elena
Brown, Alice
Burkett, Ralph Jacob
Corbett, Margaret E.
Dickey, Thomas
Harris, Herbert D.
Kiser, Evaline
Parsons, Daisy M.
Rea, Verna
Smith, James B.
Stormer, Donald M.
Wilkinson, Charles Herbert
Wilkinson, Dorothea
Wolfe, Emanuel

ROSTER OF STUDENTS, 1923-24

Name	*Address*	*County*
Abplanalp, Emma	Warren	Warren
Ackley, Fay	Sigel	Jefferson
Aharrah, Esther	Sigel	Jefferson
Aikens, Martha E.	Corsica	Jefferson
Alexander, Wilbur	Clarion	Clarion
Allen, Rose (E)	Bradford	McKean
Allio, Esther	Tylersburg	Clarion
Allshouse, Alice	Brookville	Jefferson
Allshouse, Herbert	Brookville	Jefferson
Allshouse, Zoe	Brookville	Jefferson
Altman, John E.	Franklin	Venango
Amsler, Bertha	St. Petersburg	Clarion
Amsler, Hilda	Knox	Clarion
Anderson, Anna (E)	Kane	McKean
Anderson, Geraldine	Clarion	Clarion
Anderson, John W.	Youngsville	Warren
Anderson, Margaret	Vandergrift	Westmoreland
Anderson, Marie	New Bethlehem	Armstrong
Anthony, Elizabeth	Pittsfield	Warren
Anthony, Helen M.	DuBois	Clearfield
Apple, Dorothy (E)	Smethport	McKean
Armagost, Nellie	Corsica	Jefferson
Armagost, Twila	Corsica	Jefferson
Arnold, Phyllis	Clarion	Clarion
Atwell, Harriet	Brockwayville	Jefferson
Atwell, Martha	Brockwayville	Jefferson
Baker, Adeline	Clarion	Clarion
Baldwin, Mary	Bradford	McKean
Barber, Willis	Franklin	Venango
Barkley, Betty	Pittsburgh	Allegheny
Barre, Maude	Shawmut	Elk
Bartholomew, Richard H.	Altoona	Blair
Bash, Josephine	Foxburg	Clarion
Bashline, Lottie	Sligo	Clarion
Bauer, Jane (E)	Warren	Warren
Bauer, Nathel	Ringgold	Jefferson
Baughman, Edna	Summerville	Clarion
Baughman, Mary	Summerville	Jefferson
Baughman, Maude	Summerville	Jefferson
Baum, John	Manorville	Armstrong
Baum, Lucille	Manorville	Armstrong
Beatty, James	Clarion	Clarion
Beck, Sylvia	Clarion	Clarion
Beeman, Harriet J.	Brookville	Jefferson
Beers, Mabel	Fisher	Clarion

Name	*Address*	*County*
Beers, Nannie	Russell	Warren
Bell, Lillian A. (E)	Punxsutawney	Jefferson
Bell, Martha	Clarion	Clarion
Besse, Anna	Kane	McKean
Bevier, Fern	Ridgway	Elk
Binney, James R.	Reynoldsville	Jefferson
Bjork, Ellen	Bradford	McKean
Black, Ethel	Miola	Clarion
Black, Ferdinand	North Pine Grove	Clarion
Black, Flora	Franklin	Venango
Black Martha	Ceres, N. Y.	McKean
Blair, Mary	Sigel	Jefferson
Blakeslee, Dorothy	Coal Glen	Jefferson
Bloom, Rex	Lumber City	Clearfield
Bloomster, Edna	Crosby	McKean
Bole, Dorothea	Rimersburg	Clarion
Bone, Minnie	Reynoldsville	Jefferson
Bonham, E. Louise (E)	Franklin	Venango
Borchert, Clarence	Eau Claire	Butler
Bottenhorn, Ruth	Sigel	Jefferson
Bovaird, Mildred	Brockwayville	Jefferson
Bowman, Helen	Punxsutawney	Jefferson
Bowman, Lawrence	Clarion	Clarion
Bowman, Martha	Punxsutawney	Jefferson
Bowser, Elizabeth M. (E)	Kane	McKean
Bowser, Mabel	West Monterey	Clarion
Bowser, Martha	Reynoldsville	Jefferson
Boyer, Gladys	Knox	Clarion
Boyer, Mildred	Knox	Clarion
Boyer, Robert O.	Reynoldsville	Jefferson
Boyersmith, Mary Ellen	Franklin	Venango
Breakey, Ethel	Coolspring	Jefferson
Brewer, Karl M.	Reynoldsville	Jefferson
Brinkley, Estella	Sigel	Jefferson
Brinkley, Myrtle	Sigel	Jefferson
Brogan, Sue	Summerville	Jefferson
Brooks, Mildred	Big Run	Jefferson
Brosius, Twila	Knox	Clarion
Brown, Aldine	Knox	Clarion
Brown, Hazel V.	Reynoldsville	Jefferson
Brown, H. Ressler	Reynoldsville	Jefferson
Brown, Oscar	Centerville	Crawford
Brown, Rhoda (E)	Bradford	McKean
Brubaker, Reta	Betula	McKean
Buchheit, Elva	Big Run	Jefferson
Buisset, Laura	Punxsutawney	Jefferson
Buisset, Lillian	Punxsutawney	Jefferson
Buisset, Louisa	Punxsutawney	Jefferson
Burchfield, Evalyn	Foxburg	Clarion
Burchfield, Mary	Tarentum	Allegheny
Burkett, R. J.	Ramsaytown	Jefferson
Burkhouse, Clyde M.	Reynoldsville	Jefferson
Burnham, Vivian	Strattonville	Clarion
Bussard, Margaret	Reynoldsville	Jefferson
Butler, Margaret	Dayton	Armstrong
Buys, Adelia	DuBois	Clearfield
Cable, Clair	Reynoldsville	Jefferson

The Dramatic Club

Name	*Address*	*County*
Calderwood, Wilda	Brookville	Jefferson
Calhoun, Martha	Brockwayville	Jefferson
Calhoun, Olive	Brockwayville	Jefferson
Callahan, Mary	Leeper	Clarion
Callen, Helen	Sligo	Clarion
Campbell, Donald	Clarion	Clarion
Campbell, Elizabeth	DeLancey	Jefferson
Campbell, Ella (E)	Punxsutawney	Jefferson
Campbell, Harry	Clarion	Clarion
Campbell, Margaretta	Clarion	Clarion
Campbell, Martha E.	Clarion	Clarion
Canaan, Mary	Marienville	Forest
Carlson, Hilda J.	Kane	McKean
Carmichael, Lena	Rimersburg	Clarion
Carmody, John	Sligo	Clarion
Carrier, Justin	Brookville	Jefferson
Carroll, Mary A.	Kushequa	McKean
Carson, Jessie	Pleasantville	Venango
Cassius, James	Warren	Warren
Chadman, Herbert	Lamartine	Clarion
Chambers, Gladys	Rockland	Venango
Chrisman, Ruby P.	Kushequa	McKean
Christjohn, Gladys	Kane	McKean
Clark, Annie	Shippensville	Clarion
Clark, Edna	Shippensville	Clarion
Clark, Genevieve	Punxsutawney	Jefferson
Clark Hannah	Yatesboro	Armstrong
Clark, Isabelle	Cranberry	Venango
Claypool, Mabel	Kittanning	Armstrong
Clinger, W. R.	Soldier	Jefferson
Clough, Florence (E)	Franklin	Venango
Clyde, Arthur	Penfield	Clearfield
Coakley, Margaret E. (E)	Punxsutawney	Jefferson
Cobler, Mrs. Idamae	Knox	Clarion
Cochran, Ethel	Punxsutawney	Jefferson
Cochran, Pearle	Markton	Jefferson
Collett, Marion	Summerville	Jefferson
Collman, Mabel	Emsworth	Allegheny
Collner, Virginia	Clarion	Clarion
Colwell, Porter	Sligo	Clarion
Conrad, Lorna	DuBois	Clearfield
Conver, Myrna	Emlenton	Clarion
Conwell, Mary I. (E)	Bradford	McKean
Cook, Martha	West Hickory	Forest
Cook, Mary	Lucinda	Clarion
Cook, Wilda	Lucinda	Clarion
Coon, Mary L.	Clarington	Forest
Cooper, Mary	Callensburg	Clarion
Corbett, Margaret	Clarion	Clarion
Corbett, Sarah C. (E)	Franklin	Venango
Corbin, Ernest	Brookville	Jefferson
Coulter, Leo	Corsica	Jefferson
Courson, Leota	Rimersburg	Clarion
Cowan, Wayne L.	Brookville	Jefferson
Craft, Mrs. Mary Miller	North Point	Jefferson

The Orchestra

Name	*Address*	*County*
Crandall, Gertrude	Hazel Hurst	McKean
Craven, Gertrude	E. Cleveland, Ohio.	
Crawford, Helen	Falls Creek	Jefferson
Crawford, Mae	DuBois	Clearfield
Cresswell, Verner	Clarion	Clarion
Crisman, Lucy (E)	Derrick City	McKean
Crissman, Della	Cowansville	Armstrong
Crosby, Bertha L.	Allen Mills	Jefferson
Cross, Roy J.	Union City	Erie
Crossmire, Electa (E)	Kane	McKean
Cunningham, Ella J.	Rimersburg	Clarion
Cyphert, Maurice	Summerville	Clarion
Davidson, Gladys	Corydon	McKean
Davidson, J. Homer	Rea	Washington
Davis, Bessie M.	Franklin	Venango
Davis, Helen	Munderf	Jefferson
Davis, Marlin H.	Altoona	Blair
Day, Blanche	Polk	Venango
Dean, Medith	Rathmel	Jefferson
Deemer, Winifred	Big Run	Jefferson
Delaney, William J.	Reynoldsville	Jefferson
Deliz, Rosa Maria	Aguadilla, Porto Rico.	
DeMotte, Anna L.	Brookville	Jefferson
Detrick, Hazel M.	Venus	Venango
DeVal, Natalie	Conifer	Jefferson
DeVilder, E. H.	Clarion	Clarion
DeVilder, Frances A.	Clarion	Clarion
Dickey, Arthur	Reynoldsville	Jefferson
Dickey, Thomas J.	Reynoldsville	Jefferson
Dickinson, Christine A.	Ridgway	Elk
Dickinson, Julia	Wilcox	Elk
Dickman, Margaret	East Brady	Clarion
Dinger, Leona	Timblin	Jefferson
Dittman, Esther	Emlenton	Venango
Divins, Charles	Sligo	Clarion
Doak, Twila M.	Dora	Jefferson
Dodson, Maxine	New Bethlehem	Clarion
Donhiser, Minerva	Reynoldsville	Jefferson
Donley, Elizabeth	East Brady	Clarion
Donor, Ward H.	Centerville	Crawford
Donnelly, Agnes	Johnsonburg	Elk
Donovan, Carrie A. (E)	Kane	McKean
Dormire, Elizabeth	Smicksburg	Indiana
Dovenspike, Geraldine	Shippenville	Clarion
Downey, Ada	Youngsville	Warren
Doyle, Joanna	Custer City	McKean
Drake, Carrie A. (E)	Custer City	McKean
DuBroux, Marcella	DuBois	Clearfield
Duffy, Kathryn (E)	Bradford	McKean
Duffy, Marie (E)	Bradford	McKean
Dunham, M. W.	Pleasantville	Venango
Dunham, Olive	Brookville	Jefferson
Dunmire, Irene	Manorville	Armstrong
Dunmire, Ruth	Kittanning	Armstrong
Dutton, Elizabeth	Callensburg	Clarion
Ebersole, Belle Jane	Oil City	Venango

Name	*Address*	*County*
Ecelbarger, Frances	Big Run	Jefferson
Eck, Emma	Strobleton	Clarion
Edeburn, Icelene	Clarion	Clarion
Ekis, Alice O.	Clarington	Forest
Elder, Bessie	Punxsutawney	Jefferson
Elder, Blanche	Rimersburg	Clarion
Elder, Edith	Rimersburg	Clarion
Elder, Frances	Rimersburg	Clarion
Elder, Ruth	Rimersburg	Clarion
Elkin, Phoebe S. (E)	Punxsutawney	Jefferson
Erickson, Edith L. (E)	Kane	McKean
Erikson, Elizabeth	Westville	Jefferson
Eschrich, Martha	Smethport	McKean
Eshbaugh, Harry	Sligo	Clarion
Eshelman, Almyra (E)	Franklin	Venango
Estricher, Betty	Clarion	Clarion
Evans, Bertha (E)	Bradford	McKean
Evans, Julia	East Brady	Clarion
Evans, Grace E.	Swissvale	Allegheny
Extrom, Grace	Big Run	Jefferson
Fahlman, Ruby	Kane	McKean
Fair, Gertrude M.	DuBois	Clearfield
Faith, Raymond W.	Kittanning	Armstrong
Faulkner, Floyd C.	DuBois	Clearfield
Fay, Julia A. (E)	Smethport	McKean
Feicht, Emma	big Run	Jefferson
Feit, Grace	Kane	McKean
Fenner, Julia D. (E)	Franklin	Venango
Ferris, Maude E.	Soldier	Jefferson
Filson, Katherine	East Brady	Clarion
Fisher, Flora (E)	Bradford	McKean
Fitzgerald, Ollie Marie	Cooksburg	Clarion
Fitzgerald, Ruby	Hottelville	Forest
Fitzsimmons, Charles	Brookville	Jefferson
Fitzsimmons, Frances	Brookville	Jefferson
Fitzsimmons, Sara	Brookville	Jefferson
Flasher, Mabel	Pittsfield	Warren
Fleming, Alan	Corsica	Jefferson
Flick, Helen	Scotch Hill	Clarion
Flint, Virginia S.	Brockwayville	Jefferson
Foggan, Lucile	Pleasantville	Venango
Foote, Cecile (E)	Bradford	McKean
Foote, James (E)	Bradford	McKean
Foradori, Mary	Brockwayville	Jefferson
Foringer, Ethel	New Bethlehem	Clarion
Foster, Mildred	Eldred	McKean
Fox, Charlotte	Nickleville	Venango
Fox, Margaret	Russell	Warren
Fox, Velma	Sigel	Jefferson
Fradenburgh, Ruth	Sandy Lake	Mercer
Frampton, Gladys	Sligo	Clarion
Frank, Ruth	Reynoldsville	Jefferson
Fray, Bessie M.	Catskill, N. Y.	
Frederick, Alda	Reynoldsville	Jefferson
Frederick, Edna	Reynoldsville	Jefferson
Frederick, Mildred	Blairs Corners	Clarion
Frill, Clare	Leeper	Clarion

Name	*Address*	*County*
Gandy, Mrs. Ora	Big Run	Jefferson
Garvin, Catherine	E. Washington	Clearfield
Gathers, Russell	Sligo	Clarion
Gaul, Edith	Marienville	Forest
Gaul, Fannie	Marienville	Forest
Gayley, Martha E.	Brookville	Jefferson
Gealy, Ruth (E)	Franklin	Venango
George, Albert	Clarion	Clarion
George, Cora	DuBois	Clearfield
Gillaspie, Emmett W.	Altoona	Blair
Gilmore, Ina	Raymilton	Venango
Gilmore, Maude	Raymilton	Venango
Gilmore, Wilda	Lucinda	Clarion
Gintier, Ruth	Rockland	Venango
Glenn, Ellen	Tidioute	Warren
Glenn, Thelma	Corsica	Jefferson
Gold, Ruth	Butler	Butler
Golden, George (E)	Punxsutawney	Jefferson
Goodwin, Eva	DuBois	Clearfield
Gosetti, Irene	Wishaw	Jefferson
Grabowsky, Stella	Duquesne	Allegheny
Gracev, Eva	Falls Creek	Jefferson
Gracey, Mabel	Falls Creek	Jefferson
Graffius, Mrs. Nan (E)	Punxsutawney	Jefferson
Graham, Max	Worthville	Jefferson
Graham, Minnie	Worthville	Jefferson
Green, Dorothy	Clarion	Clarion
Green, James R.	Clarion	Clarion
Groves, Asenath	Brockwayville	Jefferson
Groves, Myrtle	Reynoldsville	Jefferson
Gruebele, Rose	Rimersburg	Clarion
Haggerty, Geneve	Sigel	Jefferson
Haines, Arlyne	Reynoldsville	Jefferson
Hall, Gertrude	Tylersburg	Clarion
Hanby, Lawrence	Knox	Clarion
Harding, Charles B.	Brookville	Jefferson
Harkless, Lorraine	Kellettville	Forest
Harriger, Dorothy	Penfield	Clearfield
Harrington, Florence	Sheffield	Warren
Harris, Herbert D.	Reynoldsville	Jefferson
Hartman, Grace	Sligo	Clarion
Harvey, Horace	Brockwayville	Jefferson
Haskell, Mrs. Lillian	Clarion	Clarion
Haskell, Madelene	Clarion	Clarion
Haugh, Forrest	Brookville	Jefferson
Haugh, Lucile	Brookville	Jefferson
Haven, Helen E. (E)	Lewis Run	McKean
Hayes, Loletta	Brockwayville	Jefferson
Heasley, Emma	Knox	Clarion
Heberling, Evelyn	DuBois	Clearfield
Heeter, Elsie Marie	Knox	Clarion
Heeter, Ila Jane	Knox	Clarion
Heeter, Minerva	Parkers Landing	Armstrong
Heffern, James	Clarion	Clarion
Heidrick, Ruth A.	Brookville	Jefferson
Height, Mildred	Sheffield	Warren
Henderson, Harriett (E)	Franklin	Venango

Name	*Address*	*County*
Henrikson, Ellen	Tidioute	Warren
Henrikson, Florence	Tidioute	Warren
Henry, Claire	Sligo	Clarion
Henry, Mildred E.	New Bethlehem	Clarion
Hepfer, Adalene	DuBois	Clearfield
Hepler, Alice	Clarion	Clarion
Hepler, LaWanda	Corsica	Jefferson
Hepler, Mary L.	Clarion	Clarion
Hetrick, Mary C.	Reynoldsville	Jefferson
Hetrick, Mildred	DuBois	Clearfield
Hile, Kathryn	Kerrmoor	Clearfield
Hillis, Betty	Reynoldsville	Jefferson
Hilyer, Sara (E)	Marienville	Forest
Hinckey, Mrs. E.	Clarion	Clarion
Hindman, Bessie	Corsica	Jefferson
Hindman, Catherine	Fisher	Clarion
Hindman, Clair	Corsica	Jefferson
Hindman, Louella	Fisher	Clarion
Hindman, Pauline	Knox	Clarion
Hindman, Rachel	Corsica	Jefferson
Holder, Ethel	East Brady	Armstrong
Hollenbaugh, Jennie	Reynoldsville	Jefferson
Hollobaugh, Albert	Hawthorn	Clarion
Holt, Lucile	Brockwayville	Jefferson
Hooley, Mary	Smethport	McKean
Hoover, Lois L.	Hyde	Clearfield
Howe, Catherine	Oil City	Venango
Howard, Cecelia	Clarion	Clarion
Hughes, Twila E.	Clearfield	Clearfield
Hull, Ethel	New Bethlehem	Clarion
Humbert, Alberta	Sigel	Jefferson
Hummel, Ethel	Clearfield	Clearfield
Humphreys, Josephine	Brockwayville	Jefferson
Hunter, Mary E.	Brockwayville	Jefferson
Huston, James R.	Clarion	Clarion
Hutchison, Esther	Falls Creek	Jefferson
Hutchison, Helen	Brockwayville	Jefferson
Hutchison, Mary	Reynoldsville	Jefferson
Ion, Ella	New Bethlehem	Clarion
Irwin, Florence	Clearfield	Clearfield
Jacobs, Dorothy	Knox	Clarion
Jacobson, Alice E.	Titusville	Crawford
Jaun, Edith	Tionesta	Forest
Jaun, Marie	Tionesta	Forest
Johns, Iva	Brookville	Jefferson
Johns, Mary	Brookville	Jefferson
Johns, Pearle	Brookville	Jefferson
Johnson, Anna	Eleanor	Jefferson
Johnson, Dorothy	Acosta	Somerset
Johnson, Ebba	Kane	McKean
Johnson, Edgar	Knox	Clarion
Johnson, Esther	Tidioute	Warren
Johnson, Sara L.	Kane	McKean
Johnson, Sigrid (E)	Smethport	McKean
Johnson, Sylvia	Kane	McKean
Johnston, Alice	Munhall	Allegheny

Basket Ball

Name	*Address*	*County*
Johnston, Daisy	Baxter	Jefferson
Johnston, Earle	Penfield	Clearfield
Johnston, Fred	Baxter	Jefferson
Johnston, Lillian	Berwinsdale	Clearfield
Johnston, Pearle J.	Reynoldsville	Jefferson
Johnston, Sarah K.	DuBois	Clearfield
Johnston, Sara L.	DuBois	Clearfield
Johnston, Wayne	Baxter	Jefferson
Jones, Catherine	Chickasaw	Armstrong
Jones, Chas. W.	Reynoldsville	Jefferson
Jones, Esther	West Hickory	Forest
Jones, Harriett A. (E)	Smethport	McKean
Jones, Lucille	Chickasaw	Armstrong
Jones, Mae	DuBois	Clearfield
Jones, Vera J. (E)	Smethport	McKean
Jordan, Bernice	Brookville	Jefferson
Jordan, Leola	Sinnamahoning	Cameron
Joseph, Winifred	Lucerne	Indiana
Joyner, Edith	Allens Mills	Jefferson
Kahle, Azia L.	Sigel	Jefferson
Keas, Dorothy	Cooperstown	Venango
Keefer, Gertrude	W. Monterey	Clarion
Kehoe, Gladys	Penfield	Clearfield
Kellgren, Corinne	Colegrove	McKean
Kelly, Leandra	Parkers Landing	Armstrong
Kelly, Myra Z. (E)	Punxsutawney	Jefferson
Kenemuth, Kermit	Fern	Clarion
Kenemuth, Mae	Fern	Clarion
Kennedy, Laura	Brookville	Jefferson
Kennedy, Rhea	Oil City	Venango
Kerschbaumer, Mario	Kaylor	Armstrong
Keys, Karl	Brockwayville	Jefferson
Kilgore, Martha	Callensburg	Clarion
Kindel, Cecelia	Limestone	Clarion
King, Theodore	Summerville	Jefferson
Kinley, Gilberta	Portland Mills	Elk
Kirk, Frederick S.	Luthersburg	Clearfield
Kirkpatrick, Nellie	Clarion	Clarion
Kiser, Leitha M. (E)	Bradford	McKean
Kitelinger, Alice	Walnut Bend	Venango
Lackey, Evelyn	Clarion	Clarion
Lacy, Doris	Warren	Warren
Lance, Oscar	Portland Mills	Elk
Lawson, Margaret M.	Russell	Warren
Layton, Emma	Corydon	Warren
Leis, Lula	Helvetia	Clearfield
Leix, Louis	Altoona	Blair
Leonard, Sarah	Punxsutawney	Jefferson
Lewis, Imogene	Shippensville	Clarion
Lewis, Pearl (E)	Kane	McKean
Lingenfelter, Mark	Punxsutawney	Jefferson
Litz, Gwendolyn	DuBois	Clearfield
Logue, Hazel	Clarion	Clarion
London, Mary	Rathmel	Jefferson
Long, Doris	Hazel Hurst	McKean

Name	*Address*	*County*
Long, Freeman	Knox	Clarion
Long, Lillian	DuBois	Clearfield
Long, Lorenda	Franklin	Venango
Loop, Mrs. Nina D. (E)	Eldred	McKean
Lucart, Gertrude	Tylersburg	Clarion
Lucas, Florence	Fairmount City	Clarion
Lucas, Sara	Brookville	Jefferson
Luderer, Emma (E)	Punxsutawney	Jefferson
Luther, Alice M.	DuBois	Clearfield
Lyle, Luella (E)	Kane	McKean
Lynn, Hazel	Clarion	Clarion
Magill, Earl L.	DuBois	Clearfield
Mahoney, Nora	Parkers Landing	Armstrong
Marsh, Agnes	Ridgway	Elk
Marsh, Marie	Ridgway	Elk
Marshall, Grace	Brockwayville	Jefferson
Martin, Curtis M.	Rimersburg	Clarion
Martin, Genevieve	East Brady	Clarion
Martin, Mildred	Shawmut	Elk
Martin, Verla	Sheffield	Warren
Marwood, Aura (E)	Franklin	Venango
Master, Earl	Emlenton	Venango
Maurer, Cora	Pittsburgh	Allegheny
Mawhinney, Dorothea	Franklin	Venango
Meanor, Elizabeth	Cheswick	Allegheny
Means, Maude A.	Grange	Jefferson
Mechling, Genevieve	Kittanning	Armstrong
Mechling, Lillian	Kittanning	Armstrong
Meeker, G. Ila	Port Allegany	McKean
Melander, Amanda C.	Akron, Ohio	
Meybin, Mary E.	East Brady	Clarion
Miller, Dorothy	Ford City	Armstrong
Miller, Mary (Mrs.)	Altoona	Blair
Milton, Mattie	Emporium	Cameron
Mix, May C.	Penfield	Clearfield
Mohney, Claude R.	Clarion	Clarion
Mohney Elzora	Rimersburg	Clarion
Mohney, Ruth	Clarion	Clarion
Monfre, Genevieve	Oil City	Venango
Monfre, Josephine B.	Oil City	Venango
Mong, Mary D.	Monroe	Clarion
Montgomery, Owen	DuBois	Clearfield
Mooney, Alice	Brookville	Jefferson
Mooney, Louella	Brookville	Jefferson
Moore, Clyde	Strattonville	Clarion
Moore, Grace	Clearfield	Clearfield
Moore, Jessie E.	Reynoldsville	Jefferson
Moore, Mary	Lucinda	Clarion
Moore, Miriam	Clarion	Clarion
Morgan, Ruth	Rimersburg	Clarion
Morris, Frances	Punxsutawney	Jefferson
Morrison, Edna	Brookville	Jefferson
Morrison, George	Brookville	Jefferson
Morrison, Louise	Kane	McKean
Morrison, Mary	Bruin	Butler
Mortland, Grace E. (E)	Rixford	McKean
Mortland, James R.	Clarion	Clarion

Name	*Address*	*County*
Morton, Minnie	East Brady	Clarion
Mowery, Mildred R.	Reynoldsville	Jefferson
Murdock, Marie	DuBois	Clearfield
Murray, Eleanor	Reynoldsville	Jefferson
Murray, Margaret	Rusell	Warren
Myers, Grace	Newmansville	Clarion
Myers, Mary	Mahoning	Armstrong
Myers, Mildred	Emlenton	Venango
Myrter, Gertrude	Grampian	Clearfield
Myrter, Leo	Grampian	Clearfield
McCarthy, Ruth	Smethport	McKean
McCausland, Emily	DuBois	Clearfield
McCausland, Mildred	DuBois	Clearfield
McClain, Helen	St. Marys	Elk
McCloskey, Rose	East Brady	Clarion
McCool, Beryl	Sigel	Jefferson
McCool, John	Sigel	Jefferson
McCormick, Charles	Clarion	Clarion
McCrum, Blanche (E)	Bradford	McKean
McCullough, Dorothy	New Bethlehem	Clarion
McCullough, Hazel	New Bethlehem	Clarion
McCully, Mrs. Agnes	Clarion	Clarion
McCune, Margaret	Fairmount City	Clarion
McDaniel, Pearl (E)	Franklin	Venango
McDermott, Anna G. (E)	Gifford	McKean
McDonald, Dorothy	Emporium	Cameron
McElravy, Marjorie	Sligo	Clarion
McFadden, Gertrude	Richardsville	Jefferson
McGarey, Florence	Brookville	Jefferson
McGee, Helen	McGees Mills	Clearfield
McGee, Lillian	McGees Mills	Clearfield
McGiffen, Kathryn A.	Brookville	Jefferson
McKee, Dorothy	Big Run	Jefferson
McKee, Nelle	Big Run	Jefferson
McKenzie, Hazel	Oil City	Venango
McKinley, Daisy	Brookville	Jefferson
McKinley, Hazel	Brookville	Jefferson
McKinley, James	Brookville	Jefferson
McKinley, Jennie	Brookville	Jefferson
McKittrick, Phyllis (E)	Bradford	McKean
McLaughlin, Annie	Brookville	Jefferson
McLaughlin, Beula	Sykesville	Jefferson
McLaughlin, Lucy	Summerville	Jefferson
McLaughlin, Malissa	Summerville	Jefferson
McLaughlin, Marie	Crown	Clarion
McLaughlin, Mary	Brookville	Jefferson
MacLeod, Ruth	DuBois	Clearfield
McMahon, Violet	Franklin	Venango
McMichael, Mildred	Marienville	Forest
McMillen, Vada	Corsica	Jefferson
McNeel, Elmira	McCartney	Clearfield
McNeil, Mary	Sigel	Jefferson
McNeil, Zoe	Sigel	Jefferson
McQueen, Grace	Shippenville	Clarion
Neiger, Florence	Lanes Mills	Jefferson
Nelson, Alice	Brockwayville	Jefferson

Basket Ball

Name	*Address*	*County*
Newhouse, Helen	Fisher	Clarion
Newton, Ethelyn	Ormsby	McKean
Nichols, Meda (E)	Kane	McKean
Noble, Gwendolyn	E. Cleveland, Ohio.	
Nolan, Ella	Chicora	Butler
Nolder, George A	Luthersburg	Clearfield
Norman, Irene (E)	Kane	McKean
Obert, Bernice	Oil City	Venango
Olson, Lilly	Curwensville	Clearfield
Olson, Mamie	Kane	McKean
O'Neill, Frances E	Warren	Warren
Oppelt, Hazel	Sligo	Clarion
Oravez, Annie	Portland Mills	Elk
Orr, Florence	New Bethlehem	Armstrong
Orsie, Joanna	Penfield	Clearfield
Osborne, Erma P. (E)	Franklin	Venango
Osborne, Verna (E)	Franklin	Venango
Painter, June	Hallton	Elk
Page, Mrs. John	DuBois	Clearfield
Palmer, Mary	Oil City	Venango
Park, Ethel	Sigel	Jefferson
Parkinson, Beatrice	Port Allegheny	McKean
Parsons, Daisy M	New Castle	Lawrence
Pavlick, Marie	Duquesne	Allegheny
Peirce, Donald D	Ridgway	Elk
Peterson, Eleanor	Sheffield	Warren
Peterson, Frances	Warren	Warren
Peterson, Nina	Grand Valley	Warren
Pickens, Sarah Rachael	Clarion	Clarion
Pierce, Lorinda	Valier	Jefferson
Pifer, Elmer	Punxsutawney	Jefferson
Pifer, Reuben E	Reynoldsville	Jefferson
Pino, Antonia	Reynoldsville	Jefferson
Plance, Effa E. (E)	Franklin	Venango
Plyler, Walter C	Brookville	Jefferson
Pollock, Merle A	Parkers Landing	Clarion
Port, J. Don	Clarion	Clarion
Porter, Elizabeth L	Corsica	Jefferson
Porter, Mary	Summerville	Jefferson
Postlethwaite, Elsie Mae	Brookville	Jefferson
Postlethwaite, Sara	Brookville	Jefferson
Potter, Carrie	Kennerdell	Venango
Potter, Edna	Kennerdell	Venango
Potter, Irene	Corsica	Clarion
Potter, William J	Corsica	Clarion
Powers, J. C	Mosgrove	Armstrong
Pratt, Elda	Sheffield	Warren
Prosser, John	Franklin	Venango
Prosser, Margaret	Franklin	Venango
Puff, F. E.	Butler	Butler
Quinn, Ruth	Falls Creek	Jefferson
Rankin, Hazel	Sigel	Jefferson
Ransom, Mary	Kellettville	Forest
Raught, Anna	Sigel	Jefferson
Raybuck, Laura	Reynoldsville	Jefferson

Hockey

Name	*Address*	*County*
Rea, Verna	Reynoldsville	Jefferson
Read, Sallie	Hazel Hurst	McKean
Reardon, Doyle	East Hickory	Forest
Rearick, Naomi	Yatesboro	Armstrong
Reed, Dorothy	Reynoldsville	Jefferson
Reed, Lillian R.	Reynoldsville	Jefferson
Reichart, Eula	Parkers Landing	Armstrong
Reiter, J. Luther	Rimersburg	Clarion
Reitz, Lula	Ohl	Jefferson
Rensel, Agatha	Arroyo	Elk
Reyner, Marguerite	Tylersburg	Clarion
Rhea, Dorothy	Callensburg	Clarion
Rhea, Mearl J.	Callensburg	Clarion
Riche, Margaret	Kellettville	Forest
Richey, Mary	Franklin	Venango
Riddle, Maude	Foxburg	Armstrong
Rifle, Adah (E)	Kane	McKean
Riley, Lois Paula	Bradford	McKean
Rimer, Tom	Clarion	Clarion
Ritts, Lois	Emlenton	Venango
Rockey, Rose	Brockwayville	Jefferson
Rodgers, Etta M.	Kane	McKean
Rodgers, Goldie	Gilfoyle	Forest
Rogers, Mavis (E)	Bradford	McKean
Roller, Christina	Reynoldsville	Jefferson
Rose, Lois L.	Knox	Clarion
Ross, Paul	Corsica	Jefferson
Ross, Ruth	Corsica	Jefferson
Rossman, Mildred	Knox	Clarion
Ruddock, Elizabeth	Reynoldsville	Jefferson
Rudolph, Lewis L.	Reynoldsville	Jefferson
Ruffner, Arden	Corsica	Jefferson
Runninger, Mrs. Elizabeth (E)	Franklin	Venango
Runninger, Mabel	Franklin	Venango
Russell, Edna	DuBois	Clearfield
Sailer, Phyllis	Kane	McKean
Santini, Walter	Corsica	Jefferson
Sayers, Leota	Cranberry	Venango
Scherer, Martha	Big Run	Jefferson
Schill, Florence	Shippenville	Clarion
Schock, Leona	Brockwayville	Jefferson
Schreckengost, Ruby	Corsica	Jefferson
Schrecengost, Mrs. Sara	Kittanning	Armstrong
Schuler, Fred A.	Barnes	Warren
Schwab, Ethel	Dormont	Allegheny
Schwab, June	Venus	Venango
Schwartz, Viola	Anita	Jefferson
Seeley, Bessie	DuBois	Clearfield
Sell, Minnie	Baxter	Jefferson
Senior, Iva	Falls Creek	Jefferson
Shadle, Bertha	Clarion	Clarion
Shaefer, George R.	Altoona	Blair
Shaffer, Almeda	DuBois	Clearfield
Shaffer, Inger	Big Run	Jefferson
Shaffer, Kathleen	Luthersburg	Clearfield
Shaffer, Mildred	Brookville	Jefferson
Shaffer, Vera	Reynoldsville	Jefferson

Cafeteria

Name	*Address*	*County*
Shannon, Francis T.	Brookville	Jefferson
Shannon, Harold	Brookville	Jefferson
Shappee, Nathan	DuBois	Clearfield
Shaw, Helen	Clearfield	Clearfield
Shea, Irene	Clarion	Clarion
Sheesley, Blanche	Punxsutawney	Jefferson
Sheesley, Mary	Punxsutawney	Jefferson
Sheesley, Raymond	Punxsutawney	Jefferson
Sheffer, Katherine	Van	Venango
Shelgren, Virginia	Bradford	McKean
Shepherd, Norma H.	Pittsburgh	Allegheny
Sherman, Helen	Clarion	Clarion
Shields, Beulah	Summerville	Jefferson
Shimmel, Lena E.	Penfield	Clearfield
Shingledecker, Merton	Limestone	Clarion
Shively, Edna	Emlenton	Venango
Shorts, Kathleen (E)	Polk	Venango
Shoup, Alice	Tidal	Armstrong
Showers, Esther	Knox	Clarion
Showers, Irene	Kane	McKean
Shumaker, Nellie	Distant	Armstrong
Sigworth, Belle	Gilfoyle	Forest
Simpson, Mabel	Corsica	Jefferson
Singer, Alta P.	Penfield	Clearfield
Singer, Lena M.	Penfield	Clearfield
Siple, Mary	Brockport	Elk
Slagle, Lela	Mosgrove	Armstrong
Slattery, William	DuBois	Clearfield
Sloan, Margaret	Parkers Landing	Clarion
Smail, Florence	New Bethlehem	Clarion
Small, Veda	Franklin	Venango
Smathers, Thomas P.	New Bethlehem	Clarion
Smiley, Grace	Philipsburg	Centre
Smith, Catherine	Colegrove	McKean
Smith, Clifford	Reynoldsville	Jefferson
Smith, Edith H. (E)	Bradford	McKean
Smith, Helen M. (E)	Bradford	McKean
Smith, James	Reynoldsville	Jefferson
Smith, Leslie D.	Altoona	Blair
Smith, Josephine	Kettlettville	Forest
Smith, Kathryn	East Brady	Clarion
Smith, Leolla	Falls Creek	Jefferson
Smith, Maree	Summerville	Clarion
Smith, Susanna	Falls Creek	Jefferson
Smith, Wilda	Big Run	Jefferson
Snoke, Miriam	Clearfield	Clearfield
Snyder, Albert	Altoona	Blair
Snyder, Iva	Dayton	Armstrong
Snyder, Twila	Westville	Jefferson
Soderholm, Edna	Brockwayville	Jefferson
Songer, Gladys	Marienville	Forest
Sowers, Mary	Summerville	Jefferson
Sparks, Viola	Corydon	Warren
Spindler, Dorothy	New Bethlehem	Clarion
Spindler, Grace	New Bethlehem	Clarion
Spindler, Laura	New Bethlehem	Clarion
Sprague, Stella H. (E)	Bradford	McKean
Stahlman, Aleene	Sigel	Jefferson

Dining Hall

Name	*Address*	*County*
Stahlman, Bernice	Fairmount City	Clarion
Stahlman, Luzetta	Sigel	Jefferson
Stahlman, Philip H.	Distant	Armstrong
Stanley, Ruth	East Brady	Clarion
Stauffer, Julia E.	East Brady	Clarion
Stear, Dorothy	North Point	Indiana
Steele, Besse	Sheffield	Warren
Steele, Nellie	Sheffield	Warren
Sterrett, Ethel	Westville	Jefferson
Sterrett, Ellen G.	Falls Creek	Jefferson
Stevenson, Vada	Reynoldsville	Jefferson
Stewart, Fred E.	Brookville	Jefferson
Stewart, Freda	New Bethlehem	Clarion
Stewart, Grace	Callensburg	Clarion
Stewart, Martha	Dutch Hill	Clarion
Stewart, Paul	DuBois	Clearfield
Stilwell, Katherine	East Brady	Clarion
Stoltz, Sylva	Corydon	Warren
Stone, Eva	Westville	Jefferson
Stormer, Donald	Oil City	Venango
Stormer, Florence	DuBois	Clearfield
Stranburg, Hilda (E)	Kane	McKean
Strohecker, Dorothy	Kulpmont	Northumberland
Strouse, Hazel	Reynoldsville	Jefferson
Strouse, Zula	Reynoldsville	Jefferson
Summerville, Arden E.	Brookville	Jefferson
Summerville, Max	Rimersburg	Clarion
Summerville, Wayne	Brookville	Jefferson
Swanson, Olga	Grand Valley	Warren
Swartz, Emery (E)	Anita	Jefferson
Swartsfager, Mae	New Bethlehem	Clarion
Swartz, Edith	Anita	Jefferson
Swartz, Emery	Anita	Jefferson
Swartz, Oliver	DuBois	Clearfield
Sweeney, James D.	Clarion	Clarion
Syphrit, Esther	Reynoldsville	Jefferson
Tahany, Mrs. Dorothy	Conifer	Jefferson
Texter, Rebecca	Sligo	Clarion
Thayer, Pauline E.	Youngsville	Warren
Theiss, Helen	Fisher	Clarion
Thielges, Louise	Clarion	Clarion
Thompson, Helen	Mosgrove	Armstrong
Thompson, Marian (E)	Punxsutawney	Jefferson
Thompson, Mrs. Minnie	Falls Creek	Jefferson
Thompson, Mollie	Sergeant	McKean
Thompson Ruth	Shippenville	Clarion
Tibbits, Myrtle (E)	Bradford	McKean
Titus, LorRaine	DuBois	Clearfield
Tongren, Minnie V.	Ridgway	Elk
Trusell, Helen	Yatesboro	Armstrong
Tuttle, Harriet	Coryville	McKean
Uhas, Helen	Eleanor	Jefferson
Ulshafer, Adam (E)	Bradford	McKean
Ulshafer, Lillian (E)	Bradford	McKean
Uplinger, Guy R.	Dayton	Armstrong

The Conservatory

Name	*Address*	*County*
Vail, Helen B.	West Hickory	Forest
Varner, Isabelle	Punxsutawney	Jefferson
Voinchet, Marie	Clearfield	Clearfield
Waggett, Vera M.	DuBois	Clearfield
Wagner, Deane	Coraopolis	Allegheny
Wagner, Ruth	Tionesta	Forest
Waite, Robert J.	Reynoldsville	Jefferson
Wallace, Hazel	Sigel	Jefferson
Walter, Eleanor	Kittanning	Armstrong
Walter, Kathryn	Tylersburg	Clarion
Walter, Myrtle	Fisher	Clarion
Watson, Adelaide	Kellettville	Forest
Weaver, Carroll A.	Knox	Clarion
Weaver, Lulu	Timblin	Jefferson
Weber, Helen M.	Troutville	Clearfield
Webster, Clara	Brockwayville	Jefferson
Weibel, Ethel	East Brady	Clarion
Weibel, Grace	East Brady	Clarion
Wein, Charles	Clarion	Clarion
Wein, Sara	Clarion	Clarion
Welder, Alta G.	Big Run	Jefferson
Welder, Virginia	Big Run	Jefferson
Weller, Earl S.	Altoona	Blair
Weller, June	Emlenton	Venango
Wensel, Hazel	Sligo	Clarion
Wensel, Lester	Clarion	Clarion
Werner, Minnie	Kane	McKean
Wesson, Ben	Summerville	Clarion
Wesson, Mary	Summerville	Clarion
West, Helen	So. Oil City	Venango
Whaley, Margaret	Corydon	Warren
Whitaker, Hazel M. (E)	Kane	McKean
Whitaker, Nelle (E)	Kane	McKean
White, Edna	Mosgrove	Armstrong
Whitmore, Besse	DuBois	Clearfield
Whitton, Marion	Warren	Warren
Wiant, Margaret	Rimersburg	Clarion
Wilhelm, Samuel	Clarion	Clarion
Williams, DaCosta	Centerville	Crawford
Williams, Louise J.	Ridgway	Elk
Williams, Rhea (E)	Bradford	McKean
Wiles, Melda	East Brady	Clarion
Williams, Ida (E)	Franklin	Venango
Wilson, Adelaide	Eau Claire	Butler
Wilson, Allen	Sigel	Jefferson
Wilson, Irene	Strattonville	Clarion
Wilson, Loretta	Sigel	Jefferson
Wilson, Lucille	Sigel	Jefferson
Wilson, Rose	Marienville	Forest
Wilson, Ross	Rockton	Clearfield
Winaman, Joseph (E)	Bradford	McKean
Winslow, Gretchen	Crosby	McKean
Witkowski, Stella	Homestead	Allegheny
Wolbert, Bernard M.	Leeper	Clarion
Wolfe, Emanuel	Adrian	Armstrong
Wolfe, Larry	Adrian	Armstrong
Work, Mary E.	Corsica	Jefferson

Administration Offices

Name	*Address*	*County*
Wright, Charlotte	Endeavor	Forest
Wyant, Mary Louise	Kittanning	Armstrong
Wyse, Kenneth	Summerville	Jefferson
Yarger, Helen	Clarion	Clarion
Yates, Bertha A.	Lawsonham	Clarion
Yeany, Geraldine	Clarion	Clarion
Yingling, Zora	Lawsonham	Clarion
Youkers, Marvis	Shippensville	Clarion
Youngdahl, Jennie	Brockwayville	Jefferson
Zawaski, Sadie	Hazel Hurst	McKean
Zawaski, Thomas	Hazel Hurst	McKean

(E)—Extension Student.

SUMMARY

Resident Students	774
Extension Students	70
Total	844